

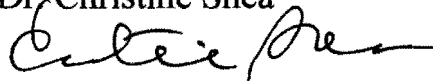
# Discovering Ancient Greece

## An Interdisciplinary Thematic Unit

An Honors Thesis  
(HONRS 499)

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# Abstract

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This thesis is an interdisciplinary unit which covers a wide range of topics that deal with Ancient Greek civilization. Each lesson covers different academic standards as set by the Indiana Department of Education and includes a creative activity to help students understand a concept about Ancient Greece. Teaching materials and rubrics are provided where appropriate, along with a student workbook that includes supplements for each lesson.

# Acknowledgements

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I would like to thank Dr. Christine Shea for her guidance and advice on this project. The information she presented to me as a student inspired and fueled this project.

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# Introduction

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## Rationale

After spending five weeks abroad in Greece, I became infatuated with the culture and history, as well as the influence Greek society had on the rest of the world. As an Elementary Education major, I feel compelled to share the information I learned with my students in the United States. So much of American society has been modeled after that of Ancient Greece. I believe that students would enjoy and benefit from learning about the foundation of their society as it relates to the ancient civilization of Greece.

## Preparing for the Unit

This unit was created for a fourth grade classroom of 25 students. The curriculum was based on the Indiana State Academic Standards for the subjects of English, Mathematics, Science, and Social Studies. A few of the lessons require the use of computers with Internet access and printing capabilities. Students will be required to research information and present it in a creative way. The lessons are all very hands-on to give students a better understanding of the life in Ancient Greece.

# Indiana State Standards

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## English

4.1.3 – Use knowledge of root words to determine the meaning of unknown words within a passage.

4.1.4 – Use common roots and word parts derived from Greek and Latin roots to analyze the meaning of complex words.

4.2.2 – Use appropriate strategies when reading for different purposes.

4.2.9 - Recognize main ideas and supporting details presented in expository (informational texts).

4.3.1 – Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

4.3.3 – Use knowledge of a situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

4.4.2 – Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.4.5 – Quote or paraphrase information sources, citing them appropriately.

4.5.3 – Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

4.6.8 – Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables.

4.7.1 – Ask thoughtful questions and respond orally to relevant question with appropriate elaboration.

4.7.5 – Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details.

4.7.8 – Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4.7.11 – Make narrative presentations that:

- relate ideas, observations, or memories about an event or experience.
- provide a context that allows the listener to imagine the circumstances of the event or experience.

- provide insight into why the selected event or experience should be of interest to the audience.

4.7.13 – Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

## **Mathematics**

3.4.10 – Recognize geometric shapes and their properties in the environment and specify their locations.

3.5.4 – Estimate or find the area of shapes by covering them with squares.

4.4.1 – Identify, describe, and draw rays, right angles, acute angles, obtuse angles, and straight angles using appropriate mathematical tools and technology.

## **Science**

4.1.4 - Describe how people all over the world have taken part in scientific investigation for many centuries.

## **Social Studies**

4.1.13- Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

4.5.1 – Identify ways that social groups influence individual behavior and responsibilities.

4.5.2 – Identify the different types of social groups to which people belong and the function these groups perform.

# Lesson 1: Geography and Climate

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## **Objective**

Students will locate and label important ancient cities. Students will read about the climate of Greece and explain how it affected the way ancient Greeks lived.

## **Standards**

- English: 4.2.2 – Use appropriate strategies when reading for different purposes.
- English: 4.2.9 - Recognize main ideas and supporting details presented in expository (informational texts).

## **Student Materials**

- Atlas(1 for every 4 students)
- Colored pencils
- pencil
- Learning Journal – pg. 2

## **Teacher Materials**

- Map of Ancient Greece(transparency)
- Atlas
- Overhead/Elmo
- Cup/bowl
- Occupation cards:
  - Fisherman, carpenter, merchant, pottery maker

## **Introduction/Motivation**

Ask students “Where is Greece in the world?” Have students look in their atlases to find what continent Greece is on. Once they have found Greece in Europe, ask students to find the capital of Greece and mark it on their unlabeled map. Have students find and label the following features on their maps: Mediterranean Sea, Aegean Sea, Athens, Olympia, Sparta, Delphi, and Troy. When students have found each location, write the locations on the overhead map. Some locations might not be labeled. The teacher will write these on the overhead.

## **Main Activity**

Ask students to describe the geography of Greece by looking at the map. Is there water nearby? Does the land look like it would be easy to farm? Discuss the answers to these questions for a few minutes, then read through "Geography and Climate" in the Learning Journal. After reading through this, have students think about all the occupations the Greeks could have had in ancient times. Have students draw example occupations from a cup and read their description to the class. As students read these occupations, record them in the learning journal.

- Fisherman – fished for a living. Fish was a main source of food for Greek people.
- Potter – created pottery to use in the home for storing oils, grain.
- Carpenter- used wood to build things, like furniture and tools.



- Merchant/shipper – The merchant and shipper were in charge of loading and shipping goods to other places in the world. They also bought and received goods and unloaded ships to sell those goods in the markets.

Have students try to think of other occupations that were possible in ancient Greece. Share these with the class after recording them in their learning journal.

### **Assessment**

Using information learned from reading about Ancient Greece, have students write about the following prompt:

“Think about the jobs Ancient Greeks had and how much time they spent outside. Write about how your life is different and how your life is similar to the life of an Ancient Greek, based on climate and geography. Include at least two differences and two similarities.”

### **Closure**

Have students share their ideas with the class. Explain that students will learn more about the daily lives of ancient Greeks. Even amongst the different cities, there were different traditions and practices that made each city-state unique.

# Lesson 2: Timelines

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## **Objective**

Students will create a personal timeline that includes important events from their lives.

## **Standards**

- Social Studies 4.1.13- Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

## **Student Materials**

- Learning Journal – pg. 4
- Pencil
- Colored Pencils/Markers

## **Teacher Materials**

- Long string or wire
- Clothespins
- Index cards with century labels
  - 800 BC, 700 BC, 600 BC, 500 BC, 400 BC, 300 BC, 200 BC, 100 BC
- Greek Events cards with dates

## **Teacher Resources**

Hart, A., Mantell, P., & Kline, M. (1999). *Ancient Greece!: 40 Hands-on Activities to Experience This Wondrous Age*. Charlotte, VT: Williamson Publishing Company.

Lamont, G Ancient greece timeline. Retrieved February 3, 2008, from BBC Web site:  
<http://bbc.co.uk/schools/ancientgreece/timeline/index.html>

## **Introduction/Motivation**

Hang wire or cord across the board to represent a timeline. Tell students that the timeline is like a number line but it helps us put dates and important events in order. Explain that the Ancient Greeks lived over 2000 years ago and we are going to study events and life between 800 BC and 100 BC. Place the index cards on the timeline with clothespins, evenly spaced. Ask students how many years were between 800 BC and 700 BC. This time span is 100 years, or one century. Explain that when referring to time in BC the numbers go down as the years go on. For example, if it was New Year's Eve in the year 777 BC, the next year would be 776 BC.

## **Main Activity**

Introduce the major events in Ancient Greek history. Have students place these events on the timeline to show where they happened in relation to each other. Remind students that if an event happened in 776 BC, it would be placed closer to the year 800 BC because it was closer to that year than to the next marker, 700 BC. Have students place these events in order so they can see how they happened throughout Greek history.

- 776 BC – First Olympic Games
- 750 BC – Homer composes “The Iliad” & the “Odyssey”
- 508 BC – Democracy begins in Athens
- 490 & 480 BC – Greeks defeat the Persians at the battles of Marathon, Salamis, and Thermopylae
- 450 BC – Athens is very powerful and controls an empire
- 472-410 BC – Athens enjoys Greek theatre, many plays are written
- 462-429 BC – Perikles is a popular leader of the Athenian army
- 432 BC – The Parthenon in Athens is finished
- 431-404 BC – Sparta and Athens go to war (Peloponnesian War)
  - Sparta wins the war in 404 BC
- 336-323 BC – Alexander the Great conquers most of the known world spreading Greek culture
- 146 BC – Rome conquers Greece

Ask students to look at the timeline. Many of the main events happened during what century? Between 500 BC and 400 BC there was a lot of growth happening in Athens and the rest of Greece.

### **Assessment**

Have students create a timeline of their own life. The time would start the year they were born and would be marked by each year. For example, if a student was born in the year 1999, the timeline would start then and each year after that would be marked on the timeline. The years would continue until the present year. The student should mark any important events in their life on the year and give a short description of that event. Pictures can also be drawn to show the event. There should be at least 5 events on the timeline, including a birthday and starting school.

### **Closure**

Let students share their timelines if they would like to. Hang the Greek timeline in the room for students to look at throughout the unit. When we talk about other events that happened in Greek history, we can either add them to the timeline or talk about where they would be.

**776 BC:**  
**First Olympic Games**

**750 BC:**  
**Homer composes “The Iliad” & the “Odyssey”**

**508 BC:**  
**Democracy begins in Athens**

**490 & 480 BC:**  
**Greeks beat Persians in the battles of Marathon, Salamis, and Thermopylae**

**450 BC:**

Athens is very powerful and  
controls an empire

**472 - 410 BC:**

Athens enjoys Greek theater,  
many plays are written

**462 – 429 BC:**

Perikles is a popular leader of  
the Athenian army

**432 BC:**

The Parthenon in Athens is  
finished

**431 - 404 BC:**

Athens and Sparta go to war  
(Peloponnesian War) – Sparta wins

**336 - 323 BC:**

Alexander the Great conquers most  
of the known world spreading  
Greek culture

**146 BC:**

Rome conquers Greece

# Lesson 3: City States

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## **Objective**

Students will compare and contrast two Greek city-states and write a journal entry about one of the city-states.

## **Standards**

- English 4.2.9 – Recognize main ideas and supporting details presented in expository (informational texts).
- English 4.4.2 – Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

## **Student Materials**

- Learning Journal – pg. 5
- Computers (one for each group)
- Poster board (11 x 14)
- Markers
- Pencils

## **Teacher Materials**

- Fact cards
- Chalk board or overhead
- Jigsaw group cards (5 colors, 5 of each color, numbered 1-5)
- Chart

## **Teacher Resources**

Papakyriakou, E (2002). Ancient Greek Cities. Retrieved April 11, 2008, from Sikyon Web site:  
<http://www.sikyon.com/index.html>

The Greeks. Retrieved April 11, 2008, from PBS Web site:  
<http://www.pbs.org/empires/thegreeks/htmlver/>

## **Introduction/Motivation**

Define “polis” as a city-state, a community and the area surrounding it including people. A city-state is a combination of a city and a country. Explain to students that each city-state in Ancient Greece had its own government, army, meeting place, ceremonies, and gods or goddesses.

We will compare two city-states, Athens and Sparta, to discover what makes a city-state unique and how different these two Greek city-states were.

## **Main Activity**

Have students choose different fact cards and guess whether the fact is about Athens or Sparta. Place in chart according to the corresponding city-state.

<b>Athens</b>	<b>Sparta</b>
40,000 male citizens	8,000 male citizens
Favored democracy – everyone had a say in the decisions that were being made.	Had an oligarchy – only a few people made the decisions
Strong navy.	Strong army.
Boys went to school.	Boys trained for the army.
Learned reading, writing, mathematics, music, poetry, and sports.	Boys learned how to be fighters and survive. Girls were taught reading, writing, gymnastics, and survival skills.
Girls were taught how to run a home and be good wives.	Strong women have strong babies.

Explain facts as they are drawn.

### **Assessment**

Divide students into 5 groups using the jigsaw cards. Students will get in a group based on color. Depending on the number, each student will have a responsibility.

1. Leader – helps guide the group, keeps them on track
2. Computer operator – types in address, navigates page
3. Fact collector – identifies important facts, writes them down
4. Writer – write on poster, helps fact collector
5. Speaker/Presenter – presents the poster to the class

Assign each group a computer and a city-state (Corinth, Delphi, Olympia, Argos, and Mycenae). In a group, the students will read about each city state and create a poster with the 5 most important facts about their city-state. Each group member has a job to complete. Give student 15-20 minutes to create the poster. Have students try to include the following information:

- An important person from that city-state
- What that city state was known for (ship building, or trading, e.g.)
- Where the city was located
- Other facts that are important

The poster will be graded out of 20 points. Each area is worth 5 points and includes a Title, Organization, Required Elements (facts), and Presentation. All students in the group will receive the same score out of 20 points.

### **Closure**

Have students present their posters. Explain to students that all these city-states made up Ancient Greece, though some were larger and more influential during these times. The city-states will be important again when we talk about the Olympics. Hang student posters around the room to show how each city-state was separate from the other city-states in Ancient Greece.

After hearing about each city state, have students reflect in their Learning Journal on which city-state they'd like to live in if they lived in Ancient Greece.



# Lesson 3 Rubric

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<b>CATEGORY</b>	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>
<b>Title</b>	Title can be read from 6 ft. away and is quite unique.	Title can be read from 6 ft away and describes content well.	Title can be read from 4 ft. away and describes content well.	The title is too small to read and does not describe content.
<b>Required Elements</b>	All 4 elements of information are included on the poster.	Only 3 of the required elements are included on the poster.	Only 2 of the required elements are included on the poster.	One of the required elements is included on the poster.
<b>Attractiveness</b>	The poster is organized and written neatly. Words are written in a straight line, labels are used.	The poster is written neatly and somewhat organized.	The poster has information on it but is not organized well.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Cooperation and Presentation</b>	All group members present and work equally. Presenter speaks clearly and loud enough for everyone to hear.	Some group members participate more than others. Presenter speaks clearly and loudly enough for everyone to hear.	One person does all the work. Speaker is not loud enough to hear.	Poster is not presented, just show to the class. Group does not work well together.

**Fact Cards: Athens and Sparta**

40,000 male citizens

8,000 male citizens

Favored democracy – everyone had a say in the decisions that were being made.

Had an oligarchy – only a few people made the decisions

Strong Army

Strong Navy

Boys went to school.

Boys trained for the army.

Boys learned reading, writing, mathematics, music, poetry, and sports.

Boys learned how to be fighters and survive. Girls were taught reading, writing, gymnastics, and survival skills.

Girls were taught how to run a home and be good wives.

Strong women have strong babies.

# Lesson 4: Speaking Greek

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## **Objective**

Students will define words and create new words using Greek roots.

## **Standards**

- English 4.1.3 – Use knowledge of root words to determine the meaning of unknown words within a passage.
- English 4.1.4 – Use common roots and word parts derived from Greek and Latin roots to analyze the meaning of complex words.

## **Student Materials**

- Learning Journal – pg. 6 and 7
- Greek root cards
- Dictionary (1 for every two students)
- Pencil

## **Teacher Materials**

- Greek root cards
- Chalkboard/chart
- Dictionary entry overhead sheet (democracy)
- Overhead projector/ELMO

## **Teacher Resources**

Hart, A, & Mantell, P (1999). *Ancient Greece!: 40 hands-on activities to experience this wondrous age*. Charlotte, VT: Williamson publishing.

## **Introduction/Motivation**

Ask students where words come from. Tell students that different words come from different backgrounds much like people do. Over thousands of years some words have changed, while others have stayed the same. Today we will be looking at some words that came from the Greeks as well as creating some words of our own using the Greek roots. Ask students what the word “democracy” means. Tell students that this word comes directly from two Greek words, *demo* and *cracy*. The word *demo* means ‘people’ and the word *cracy* means ‘rule by.’ Interpret the definition of democracy as ‘rule by the people.’ Place the words *demo* and *cracy* in the word chart and write their meanings in the column next to the word.

## **Main Activity**

Have students look up the word “democracy” in the dictionary. Show the entry on the overhead/ELMO. Point out that words that have Greek roots in them are noted at the end of the entry where it shows the origin of the word. Greek = Gk.

Introduce other root words and have students guess what they mean. Have students write the meaning of each word in their learning journal as they are introduced. Give students the following words and their meanings:

- |                   |                                 |                           |
|-------------------|---------------------------------|---------------------------|
| • acro (highest)  | • demo (people)                 | • mono (one)              |
| • agro (farm)     | • geo (earth)                   | • -nomy (rules for)       |
| • anthro (human)  | • graph (measure)               | • -ophy (wisdom about)    |
| • arch (chief)    | • hydro (water)                 | • optikos (see)           |
| • aristo (best)   | • iso (equal)                   | • philo (love)            |
| • astro (star)    | • -ist (one who does something) | • phon (speak)            |
| • audio (hearing) | • -logy (study of, words)       | • -polis (the city-state) |
| • bio (life)      | • meter, metron (to measure)    | • psyche (soul)           |
| • chromo (color)  | • micro (small)                 | • techne (skill, art)     |
| • chrono (time)   |                                 | • tele (far)              |
| • cosmos (world)  |                                 |                           |
| • cracy (rule by) |                                 |                           |

Show students how to create the word “biology” by combining the roots ‘bio’ for life and ‘logy’ for the study of. Define biology based on the meaning of these two words – the study of life.

### Assessment

Using the root cards, combine Greek roots to make new words. With a partner, write the word out and define it based on its roots. Using a dictionary, check the definition or to see if the word exists. If the words exists and is defined correctly, the creator gets a point. Place a check next to each word that is constructed and defined correctly. The person who has the most checks out of ten wins the definition challenge.

### Closure

Have students share some of their made-up words. Tell the roots, the full word, and what it means. If the word is made up, have the student explain what it would mean from the root words that were used to create it.

# Lesson 5: Spelling Words

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## **Objective**

Students will correctly spell words relating to Greek life and derived from Greek roots.

## **Standards**

- English 4.6.8 – Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables.

## **Student Materials**

- Learning Journal – pg. 8 – 10
- Pencil
- Letters (set for each 4 students)

## **Teacher Materials**

- Spelling List

## **Introduction/Motivation**

To introduce the spelling words, give each student a copy of the spelling words. Read through each word together. Have students read as many of the words as possible. Assign students to write each word three times.

## **Spelling List**

- |               |               |
|---------------|---------------|
| 1. aristocrat | 10. telephone |
| 2. astronomy  | 11. Greece    |
| 3. autograph  | 12. Athens    |
| 4. biology    | 13. Sparta    |
| 5. city-state | 14. Olympics  |
| 6. chronology | 15. columns   |
| 7. democracy  | 16. temple    |
| 8. geometry   | 17. mythology |
| 9. philosophy |               |

Bonus Words: constellation, symposium, odyssey, labyrinth, Mediterranean Sea

## **Main Activity**

Letting students use their spelling list, give a group of students a set of letter cards. Call out a word on the word list and have students sort through letters and place them in order to spell the word. The group that has the word spelled correctly the fastest gets a point. The team with the most points after all words have been given is the winner. Play this again through the week without the list to help review.

## **Assessment**

Give students this list at the beginning of the week. Through the week, students must do at least 3 of the following 5 activities to practice using their spelling words.

- Write each word three times in cursive
- Write 10 sentences using at least 15 of the words.
- Unscramble spelling words
- Complete a word search of spelling words
- Write spelling words in fun ways (ALL CAPITAL LETTERS, *fancy*, **BIG**, small)

Give students the list of words on Monday. The pretest will be on Wednesday. If a student gets 100% on the pretest, they do not have to take the posttest on Friday (only applies if all regular words are spelled correctly – Bonus words don't count for making 100%). Otherwise, the posttest will be given on Friday. Students must complete at least 3 activities to get credit for their test scores.

### Spelling List

1. aristocrat
2. astronomy
3. autograph
4. biology
5. city-state
6. chronology
7. democracy
8. geometry
9. philosophy
10. telephone
11. Greece
12. Athens
13. Sparta
14. Olympics
15. columns
16. temple
17. mythology

### Bonus Words:

- constellation
- symposium
- odyssey
- labyrinth
- Mediterranean Sea

Name \_\_\_\_\_

Date \_\_\_\_\_

## Ancient Greece Spelling Crossword

S O N T M S A E S S D T R D A D C A O L L M G O C  
 S A G T E M A R T A A M P P E H A C O L C O Y Y R  
 P R R Y Y A E S S T L N R A O M C C O T B E Y L T  
 O H E S Y G N L H A M A Y I O O O H E R O C O P H  
 C R I Y E M M E A L N P N T Y L H C O R G M R O M  
 H G E L U O N L L C Y H C H A G E L R E R L R L O  
 E Y I L O S T M R E C I Y N O R O O I A H Y O G P  
 O G O C Y S M Y U C A T Y E T Y C L R S C R O L P  
 O C E S N I O E S M L G G L T A R O O S I Y G L E  
 E T S O A H Y P C O E I C T C A C H T H R C P T A  
 E E H T M A E T H A O B E B T I R R O S T E M N R  
 Y T Y A T E O O E Y S P E Y I S T C E N I Y T R A  
 H T R O L M T O S C S T E E S O H Y A T A R M E G  
 T O S S C R N R A A I I R T H R L O S S P S A I O  
 E I R A Y L N C Y L E C I O O I C O L T M M E O T  
 P O T N S C S L N N H R D N N T C E G Y A O Y T O  
 E S C L O L O T O P M M O G O O O O O Y M T L P N  
 P T R E N M A H A E C L R R L S M T T R R P E E E  
 A E H T Y T P R L M O E A C H O T Y N U E A I R T  
 H O S O R E G M Y G E M R O I Y P H G L P M D C S  
 E C G A L O O H Y C I P T R A G I A P L E H E A S  
 T Y P E T O G C E T O S P O Y E E M P M E R S S G  
 I S T U G Y S I I S T C P R Y O E L E I R O O E Y  
 A N A Y G Y L E L O S M G A C T O E A E T P Y E L  
 T R C T U T S G T H E R O T B R O P T T O T P O O

aristocrat

autograph

biology

City-state

astronomy

chronology

democracy

geometry

philosophy

telephone

Greece

Athens

Sparta

Olympics

columns

temple

mythology



# Word Scramble

Name \_\_\_\_\_

Date \_\_\_\_\_

## Ancient Greece Spelling List

**Unscramble the words below:**

1. Geeerc \_\_\_\_\_

2. ycaroecmd \_\_\_\_\_

3. uaahgport \_\_\_\_\_

4. ilntybrha \_\_\_\_\_

5. mgyolyhto \_\_\_\_\_

6. pSraat \_\_\_\_\_

7. yilopopshh \_\_\_\_\_

8. tayts-eict \_\_\_\_\_

9. tarctoais \_\_\_\_\_

10. myusispmo \_\_\_\_\_

11. cnluosm \_\_\_\_\_

12. ehtnAs \_\_\_\_\_

13. yhorlgonoc \_\_\_\_\_

14. aoonrstym \_\_\_\_\_

15. nardteerSaeieanM \_\_\_\_\_

16. cattollesinon \_\_\_\_\_

17. petmel \_\_\_\_\_

18. eenthpleo \_\_\_\_\_

19. eyrgtemo \_\_\_\_\_

20. iybgool \_\_\_\_\_

21. oyedyss \_\_\_\_\_

22. cOpysiml \_\_\_\_\_

## **Word Scramble Answer Key**

1. Greece
2. democracy
3. autograph
4. labyrinth
5. mythology
6. Sparta
7. philosophy
8. city-state
9. aristocrat
10. symposium
11. columns
12. Athens
13. chronology
14. astronomy
15. Mediterranean Sea
16. constellation
17. temple
18. telephone
19. geometry
20. biology
21. odyssey
22. Olympics

# Lesson 6: What's your Angle?

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## **Objective**

Students will use the Pythagorean Theorem to determine the lengths of triangle sides.

## **Standards**

- Math 3.4.10 – Recognize geometric shapes and their properties in the environment and specify their locations.
- Math 3.5.4 – Estimate or find the area of shapes by covering them with squares.
- Math 4.4.1 – Identify, describe, and draw rays, right angles, acute angles, obtuse angles, and straight angles using appropriate mathematical tools and technology.

## **Student Materials**

- Learning Journal – pg. 11
- Pencil
- 1 inch square tiles (50 for each pair of students)
  - 32 blue tiles
  - 18 red tiles
- Counting blocks (flats, rods, and units)
- Calculator

## **Teacher Materials**

- Book
- Overhead
- Calculator
- Tiles

## **Teacher Resources**

Ellis, J., & Hornung, P. (2004). *What's Your Angle, Pythagoras? a Math Adventure*. Charlesbridge Publishing.

## **Introduction/Motivation**

Explain to students that many important discoveries in math and science were made by the ancient Greeks. One of the best known Greek mathematicians was named Pythagoras. He made a well known discovery about right triangles.

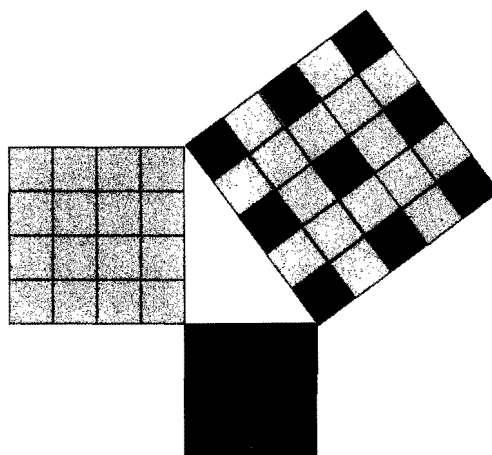
Introduce the following terms that will be helpful in understanding this discovery.

- Squared – when a number is multiplied by itself. For example  $2 \times 2 = 4$  or  $2^2 = 4$ .
- Right triangle – a triangle that has one right angle,  $90^\circ$ .

Read the book, *What's Your Angle, Pythagoras?* By Julie Ellis.

### **Main Activity**

Using the tiles on the overhead, show students how to create a right triangle using the tiles the way Pythagoras did in the book. Make a right angle with leg lengths 3 and 4 by creating two squares with the same length sides. Draw the third leg in. It should be length 5. Using the tiles from the two squares, create a square with side length 5.



Have students multiply the lengths of the sides to show that the sum of their squares makes the square of the third side. Show students that by multiplying the number by itself you get the number of tiles that makes up a square. For example:  $3 \times 3 = 9$  or  $3^2 = 9$ . Show students how to use the calculator to find the length of the third side.

$$3^2 + 4^2 = 9 + 16 = 25 = 5^2$$

### **Assessment**

Have students combine their tiles and use them to investigate the length of the third side of a right triangle that has the following leg lengths:

- 6 tiles and 8 tiles (10 tiles)
- 5 tiles and 12 tiles (13 tiles)

Check answers on a calculator.

### **Closure**

Explain to students that Pythagoras was just one of the many great thinkers of Ancient Greece. His concepts and ideas have lasted more than 2000 years! We will continue to study important members of Greek society and how they contributed to life in modern times.

# Lesson 7: Philosophy

---

## **Objective**

Students will explain and support opinions and ideas based on deeper thoughts of prompts given.

## **Standards**

- Social Studies 4.5.1 – Identify ways that social groups influence individual behavior and responsibilities.
- Social Studies 4.5.2 – Identify the different types of social groups to which people belong and the function these groups perform.
- English 4.7.1 – Ask thoughtful questions and respond orally to relevant question with appropriate elaboration.
- English 4.7.8 – Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

## **Student Materials**

- Learning Journal – pg. 12
- Pencil

## **Teacher Materials**

- Philosopher biographies
  - Socrates
  - Plato
  - Aristotle
- “Goodness” Overhead
- Overhead/ELMO projector

## **Teacher Resources**

Hart, A., Mantell, P., & Kline, M. (1999). *Ancient Greece!: 40 Hands-on Activities to Experience This Wondrous Age*. Charlotte, VT: Williamson Publishing Company.

## **Introduction/Motivation**

Introduce students to the great philosophers of Ancient Greece: Plato, Socrates, and Aristotle. Explain that philosophers spent their time thinking about the world and how it worked. Men in ancient Greece held “symposiums” which was like a party. They would sit around in a special part of the house, just for men, and talk about the big ideas of the day. Ask students to think about the Greek word parts *philo* and *sophy* to figure out what the word “philosophy” means. The word “philosophy” means “love of wisdom.” This makes sense because philosophers loved to discover deeper meanings in things. Today you will get a chance to become a philosopher.

## **Main Activity**

Present the following “Big Idea” on the overhead and read it to the class. Have students think about the following scenario:

### *“Goodness”*

*It's a nice Saturday morning and you are enjoying your Saturday morning cartoons. Your mom comes in and asks you to vacuum the living room. You'd rather watch television or play on the computer than do chores. After she asks you multiple times, you give in and do as she asked.*

Think about an answer to the following question:

Were you being “good” because you did what your mother asked, even though you had to be asked many times and were angry about it?

Have students divide into two groups based on their answer. One group will take the side that the child was “good” because they listened to their mother (eventually). The other group will take the side that the child was not “good” because they had to be asked multiple times and had a bad attitude. Let students discuss their opinions in these groups for three to five minutes and come up with a definition of what it means to be “good.”

After that time, allow students to discuss their opinions.

### **Assessment**

Present students with another question and ask them to consider it more in depth. Have students write their response in their Learning Journal in complete sentences that explain and support their opinions about the topic.

Question:

Many colors make up one rainbow. However, each color is individual and unique. What is more important, the individual or the whole?

Remind students that there is not a right or wrong answer but the answer given needs to have support.

### **Closure**

After the discussion, explain that there wasn't always a right or wrong answer in philosophy and that the Greeks weren't necessarily looking for the right answer. Through philosophy, people could examine the world on a deeper level.

## “Goodness”

*It's a nice Saturday morning  
and you are enjoying your  
Saturday morning cartoons.  
Your mom comes in and asks  
you to vacuum the living  
room. You'd rather watch  
television or play on the  
computer than do chores.  
After she asks you multiple  
times, you give in and do as  
she asked.*

# Lesson 8: The Gods

---

## **Objective**

Students will identify Greek gods and create a trading card that describes a god or goddess.

## **Standards**

- English 4.3.1 – Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
- English 4.7.13 – Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

## **Student Materials**

- Learning Journal
- Pencil
- Computer (one for each student)
- Colored pencils/crayons/markers
- 4×6 index cards

## **Teacher Materials**

- Olympian Family Tree Transparency
- Overhead/ELMO

## **Teacher Resources**

(2003). Winged sandals. Retrieved April 1, 2008, from ABC Arts Online Web site: <http://www.abc.net.au/arts/wingedsandals/>

Pontikis, N (1999). The Myth Man's Olympians. Retrieved April 1, 2008, from Greek Mythology Today Web site: <http://thanasis.com/store/olympian.htm>

Low, A (1985). *Greek gods and heroes*. New York, NY: Macmillan Publishing Company.

McCaughrean, G (1997). *Greek gods and goddesses*. London: Margaret K. McElderry Books.

Morford, M, & Lenardon, R (2007). *Classical Mythology*. New York, NY: Oxford University Press.

Osborne, M (Reteller) (1989). *Favorite greek myths*. New York, NY: Scholastic Inc.

Skidmore, J (1997). The Olympians. Retrieved April 1, 2008, from Greek Mythology Web site: <http://www.mythweb.com/gods/index.html>

Switzer, E, & Costas (1988). *Greek myths: Gods, heroes and monsters*. New York, NY: Atheneum.

## **Introduction/Motivation**

Define the following terms for students:

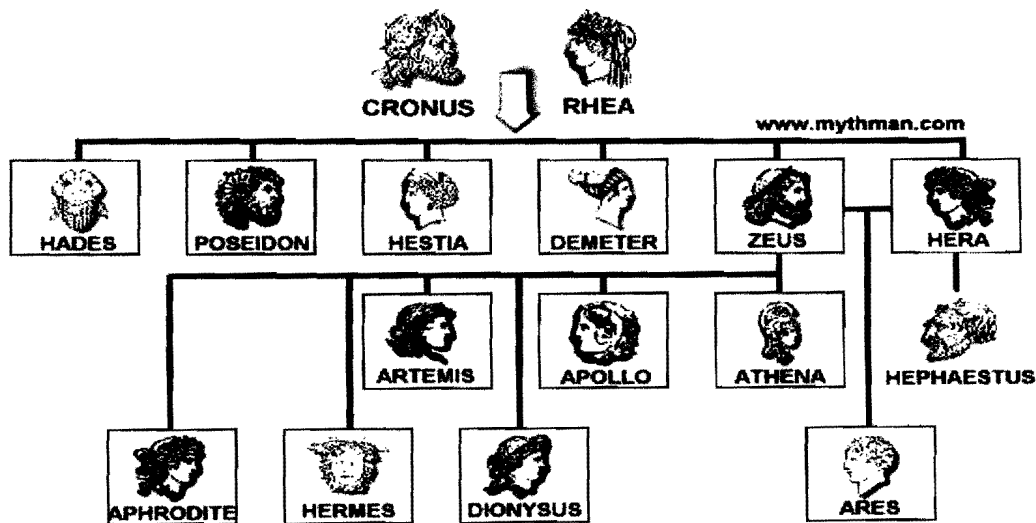


- *Myth*: comes from the Greek word “mythos,” which originally meant “speech” but which later came to mean fable or legend.
- *Mythology*: a collection of myths that together form a mythological system.

Tell students that there were many myths in ancient Greece. The stories that were made up usually dealt with the gods that the Greeks worshipped. The myths told stories about gods coming to earth and interacting with humans to teach them lessons or for the gods’ entertainment. The gods acted like humans but they were immortal, meaning they never died, and lived on Mount Olympus. Introduce the twelve Olympic gods to students. Read about how they interacted with humans in the Learning Journal.

### Main Activity

Create a family tree of the Olympians to show how they are related. Allow students to choose a god from this family tree.



Give students time to research their god on the internet or read a short my about their god in a book. After reading a myth or a biography about a god or goddess, each student will make a Greek god trading card.

### Assessment

Let students share their trading cards and post them around the room. Students will present the name of their god, how they are related to at least two other gods, what they are the god of, and a brief summary of a myth dealing with the god.

### Closure

Explain that the Greeks had many myths for many different reasons. Some myths explain the reason for different scientific processes. We will study these myths to see how they have set the grounds for scientific investigations.


# Lesson 8 Rubric

<i>Category</i>	<i>3 Points</i>	<i>2 Points</i>	<i>1 Point</i>
<b>Organization</b>	Trading card is written neatly and organized.	Trading card is somewhat organized but a bit messy.	Trading card is unorganized and sloppy.
<b>Name and Powers</b>	God named and talent/power is identified and written clearly.	God name and talent/power is identified.	Trading card is missing either the name of the god or the power/talent.
<b>Picture</b>	A color picture of the god is drawn or attached to the card.	Picture of god is in black and white, drawn or printed.	No picture is given, only a description.
<b>Myth Summary</b>	Main points of the myth are given.	Myth is summarized but missing some information.	Main points of the myth are left out.

Example:

## HERA

**QUEEN OF THE GODS**

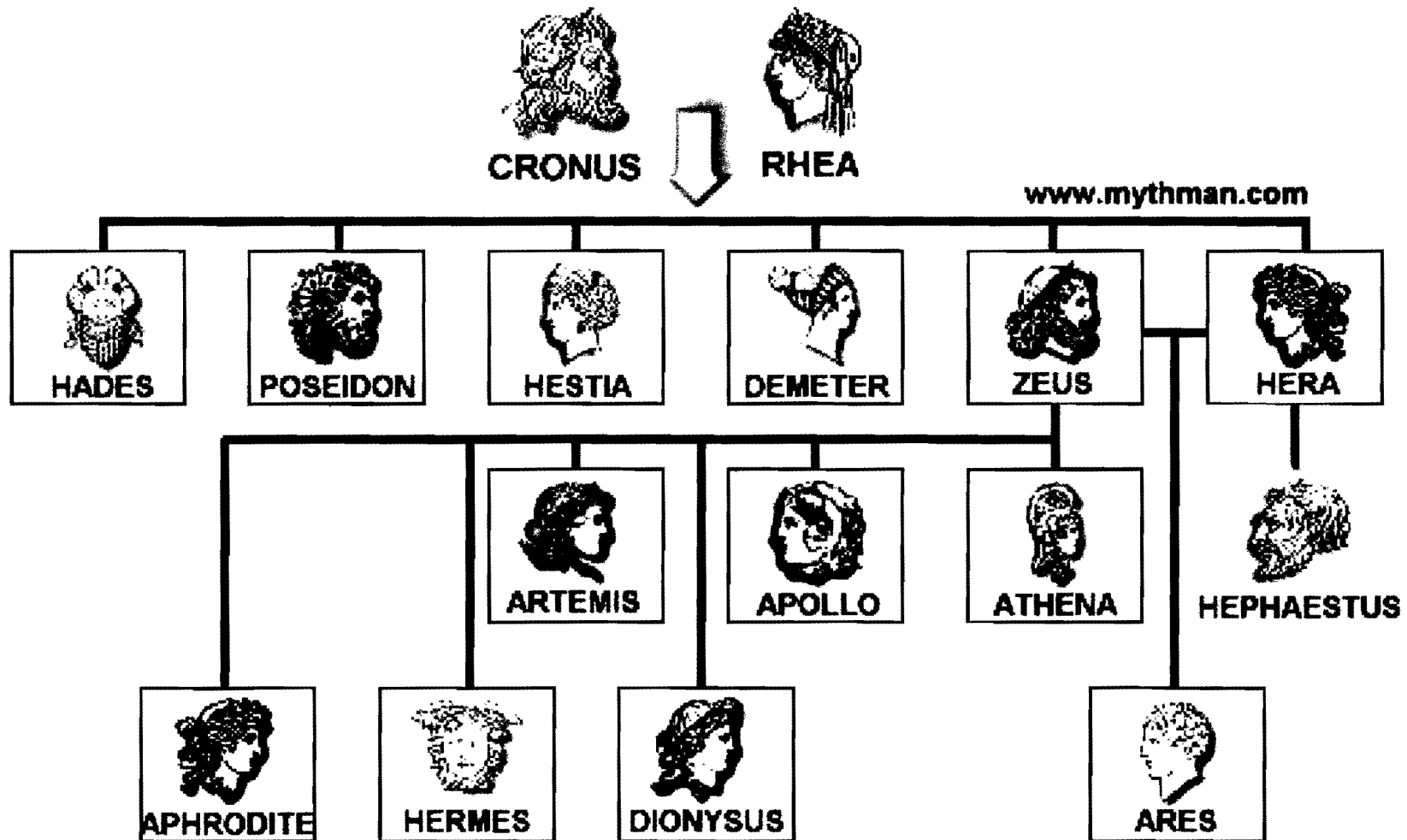


**Symbol: The Peacock**

### The Peacock

Hera was the queen of the gods. She was married to Zeus although he was often unfaithful. When she suspected Zeus of cheating on her, she placed Zeus's mistress, Io, under the watch of Argus, who had 100 eyes and could see everything. When Zeus killed Argus, she took his eyes and put them on her favorite bird, the peacock. This is why the peacock looks like it has eyes on its tail.

# GREEK OLYMPIAN FAMILY TREE



# Lesson 9: Myths

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## **Objective**

Students will read and summarize Greek myths.

## **Standards**

- English 4.3.1 – Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
- English 4.3.4 – Use knowledge of a situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
- Science 4.1.4 - Describe how people all over the world have taken part in scientific investigation for many centuries.

## **Student Materials**

- Learning Journal – pg. 14
- Pencil
- Colored pencils

## **Teacher Materials**

- *Greek Gods and Heroes* by Alice Low
  - “Persephone” pg. 38 – pg. 45
  - “Arachne” pg. 45 – pg. 48
  - “Orion” pg. 170 – pg. 173

## **Teacher Resources**

Low, A (1985). *Greek gods and heroes*. New York, NY: Macmillan Publishing Company.

## **Introduction/Motivation**

Ask students to explain how we have seasons on Earth. Students should explain that the Earth revolves around the sun, which causes us to experience different seasons. Ask students why spiders spin webs. They should tell you that spiders spin webs making a home and sometimes to trap prey and eat it. Tell students that thousands of years ago, the Greeks had different explanations about why the world was the way it was.

## **Main Activity**

Read “Persephone” and “Arachne” from *Greek Gods and Heroes* by Alice Low. Discuss the differences between what the Greeks thought about the seasons and spiders and what we think today. Ask students how we have been able to understand these scientific processes. Explain that through technology and careful observation, we have come to understand many of the scientific processes that surround us today.

### **Assessment**

Have students read the story of “Orion.” Tell students that the Greeks created stories based on the constellations, or groups of stars in the sky. Have students create a constellation and write a short story about it. Draw the constellation in the Learning Journal.

### **Closure**

Let students share their constellations with the class. Publish stories and constellations to create a book of stars and stories for the class to share.

# Lesson 10: The Olympics

---

## **Objective**

The students will read about and participate in Olympic events.

## **Standards**

- English 4.2.2 – Use appropriate strategies when reading for different purposes.
- Math 4.5.2 – Subtract units of length that may require renaming of feet to inches or meters to centimeters.
- Math 4.6.2 – Interpret data graphs to answer questions about a situation.

## **Student Materials**

- Learning Journal – pg. 15 – 17
- Pencil
- Chopsticks (3 each)
- Frisbee (3 for the class)

## **Teacher Materials**

- KWL Chart
- Overhead or chalkboard

## **Teacher Resources**

(2004, August 13). Perseus Digital Library. Retrieved April 12, 2008, from Ancient Sports Web site: <http://www.perseus.tufts.edu/Olympics/index.html>

Garland, R., (1998). *Daily Life of the Ancient Greeks*. Westport: Greenwood Press.

## **Introduction/Motivation**

Begin a KWL Chart about the Olympics. Ask students what they know about the Ancient Olympics. Be sure that the following facts are on the chart:

- First Olympic Games were held in 776 B.C.
- Many city-states participated.
- There were different events.

Record these facts in the “K” column of the chart on the overhead or chalkboard. Have students copy this in their learning journal. Give students three minutes to decide what things they would like to learn about the Ancient Olympics. Write these under the “W” column.

## **Main Activity**

Read about the Ancient Olympics in the Learning Journal (pg. 16). After reading, have students participate in the events of the pentathlon. Although women were not allowed to participate in the Ancient Games, all will be allowed to compete in the Classroom Games. Tell students to get into pairs. Each pair will be responsible for measuring and recording each other’s scores for each

event. After competition, they will determine a winner for each event. The events will be modified and include the following:

- Discus – Have students throw a Frisbee at a target, see which student is the most accurate from 10, 15, and 20 feet away. A bulls-eye will earn 5 points for each throw, 3 points for the middle ring, 1 point for the outer ring, 0 points for a miss. The student with the highest point total is the discus champion!
- Javelin – Give students chopsticks to hurl as far as they can from a given line. Students will throw the “javelin” three times, furthest throw counts. The throw should be measured from where the chopstick initially hits the ground. Have students measure the distances in feet and inches.
- Wrestling – Have students thumb wrestle each other. This will be the final even. Students will thumb wrestle their partner. The winner of this round will move on to the next round of competition in single-elimination format until a winner is determined.
- Footrace – In true Greek fashion, have students run barefoot for a distance of 210 feet (a modified “stade” distance). The best place for this to be done is in a gymnasium, where students won’t step on anything while they are running. Have students line up in groups of five and run the length of the “stade.”
- Long jump – Measure how far students can do a standing long jump. Have students measure the distance in feet and inches. Students will line up behind a base line and jump as far forward as possible. The distance should be measured from the body part closest to the baseline (heel, rear end, or hand).

Before and while students are competing, encourage friendly competition and good sportsmanship. This experience is to promote healthy competition and unity. As they are competing, students should record distances and performances in their Learning Journal (pg. 17).

### Assessment

After all students have competed, gather them back together. Have students work together to determine a winner of each Pentathlon event by comparing measurements and scores. Give each winner a wreath of olives to wear.

### Closure

Have students complete the “L” column in their KWL Chart by writing down what they learned about the Olympics, past and present. Give students the chance to share what they learned and record this on the chart on the overhead or on the chalkboard.

# Final Project

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## **Objective**

Students will research and portray an important figure in the Ancient Greek culture through a poster and oral presentation.

## **Standards**

- English 4.3.1 – Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
- English 4.3.3 – Use knowledge of a situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
- English 4.4.2 – Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.
- English 4.4.5 – Quote or paraphrase information sources, citing them appropriately.
- English 4.5.3 – Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
  - includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
  - demonstrates that information that has been gathered has been summarized.
  - organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.
- English 4.7.5 – Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- English 4.7.11 – Make narrative presentations that:
  - relate ideas, observations, or memories about an event or experience.
  - provide a context that allows the listener to imagine the circumstances of the event or experience.
  - provide insight into why the selected event or experience should be of interest to the audience.

## **Student Materials**

- Learning Journal – pg. 17
- Posterboard
- Props of choice and costume

## **Project Description**

Students will each choose from a list of famous Greek people and characters. Using information they have learned and will research, the student will assume the persona of his or her Greek and will give a narrative presentation about that person. Students will create a bibliographic poster about their Greek and present it to the class. The poster should include a picture or drawing of the Greek and important information to know about that person's life. The student will dress as the famous Greek or carry props to represent characteristics of that Greek. The student will only be allowed two props. In addition, the presentation will need to be between 3 and 5 minutes in length.



### **Important Greeks**

These are the figures the students may choose to portray.

- Aphrodite
- Apollo
- Aristotle
- Athena
- Euripides
- Hera
- Hippocrates
- Homer
- The Muses (a few)
- Plato
- Pythagoras
- Socrates

### **Assessment**

Students will be assessed based on the following rubric. The presentation will be worth a total of 40 points. Points are based on presentation skills, accuracy of information, and poster construction.

# Final Project Rubric

CATEGORY	5 Points	3 Points	1 Point	0 Points
<b>Title</b>	Title can be read from 6 ft. away and is quite unique.	Title can be read from 6 ft away and describes content well.	Title can be read from 4 ft. away and describes content well.	The title is too small to read and does not describe content.
<b>Required Elements</b>	All 5 elements of information are included on the poster.	Only 4 of the required elements are included on the poster.	Only 3 of the required elements are included on the poster.	Two or fewer of the required elements are included on the poster.
<b>Attractiveness</b>	The poster is organized and written neatly. Words are written in a straight line, labels are used.	The poster is written neatly and somewhat organized.	The poster has information on it but is not organized well.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Role</b>	Student stays in character through the entire presentation.	Student stays in character most of the time, may slip out of character once.	Student stays in character for about half of the presentation.	Student does not take on the role of a Famous Greek and gives presentation as student.
<b>Props/Costume</b>	Student uses several props that support the presentation. Student also dresses in a costume.	Student uses a one prop that supports the presentation. Student also dresses in a costume.	Student's prop does not support the presentation. Student doesn't present in costume.	No props or costumes are used during the presentation.
<b>Stays on topic</b>	Student stays on topic all the time. (100%)	Student stays on topic most of the time. (90-99%)	Student stays on topic some of the time. (75-90%)	Student does not stay on topic.
<b>Time Limit</b>	Presentation is 3-5 minutes long.	Presentation is 2-3 minutes long.	Presentation is 1-2 minutes long.	Presentation is less than a minute long.
<b>Speaks Clearly</b>	Student speaks clearly and loudly enough for all to hear throughout the entire presentation.	Student speaks clearly and loudly enough for all to hear for most of the presentation.	Student speaks softly but clearly making it hard to hear some of the presentation.	Student speaks too softly for anyone to hear through the presentation.

# Discovering Ancient Greece

Learning Journal

Name: \_\_\_\_\_





Using an Atlas, find and label the following places:

- Mediterranean Sea
- Aegean Sea
- Olympia
- Sparta
- Delphi
- Troy
- Athens

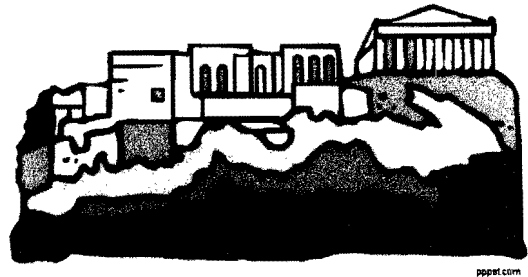
## Geography and Climate

Greece is made up of three main parts: *Attica*, where Athens is, *Peloponnesus*, the area where Sparta and Olympia are, and the *Greek islands*. There are more than 200 inhabited Greek islands.

**Label these three regions on your map.**

Think about where the major cities are in Greece. How far are they from the coast? Greece experienced a Mediterranean climate due to its location on the Mediterranean Sea. This type of climate has hot, dry summers and cool, wet winters. The landscape of inland Greece is extremely mountainous. The soil there is dry and not well suited for farming. Because of these conditions, the ancient Greeks became people of the sea.

The Mediterranean was vital to Greeks' survival. The sea provided quick and safe travel compared to the dangerous mountain passes. Along with providing quick travel, the sea was a plentiful source of food and offered many trade opportunities.



The Mediterranean climate also allowed the Greeks to live most of their lives outside. **Make a list of all the different kinds of jobs and activities a Greek person could do outside in the Mediterranean climate or near the sea.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**My Birthday!**

Date:

\_\_\_\_\_

**Greek City-States**

Use this page to take notes as we talk about Athens and Sparta. Write down the different facts as we go.

**ATHENS****SPARTA**

<b><u>Population</u></b> How many people lived there?		
<b><u>Government</u></b> Who is in control?		
<b><u>Military</u></b> What kind of military is there?		
<b><u>School</u></b> How are people educated?		
<b><u>Women</u></b> How did they treat women?		

Which city-state would you rather live in? \_\_\_\_\_

Why? \_\_\_\_\_

<b>Speaking Greek</b>
-----------------------

**Directions:** Write in the meaning of each Greek root in the space next to it.

Greek Root	Meaning
acro	
agro	
anthro	
arch	
aristo	
astro	
audio	
auto	
bio	
chromo	
cosmos	
cracy	
demo	
geo	
graph	
hyrdo	

Greek Root	Meaning
-iso	
-ist	
-logy	
meter	
micro	
mono	
-nomy	
-ophy	
optikos	
philo	
phon	
polis	
psyche	
techne	
tele	



**Speaking Greek**

**Using the Greek roots from the previous page, create 10 new words and define them. Look them up in the dictionary to see if they are real words and if the definition is correct.**

**Ex.** Bio + logy = biology, the study of life

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

3. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

4. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

6. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

8. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

9. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

10. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_, \_\_\_\_\_

<b>Spelling</b>
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Spelling List

1. aristocrat
2. astronomy
3. autograph
4. biology
5. city-state
6. chronology
7. democracy
8. geometry
9. philosophy
- 10.telephone
- 11.Greece
- 12.Athens
- 13.Sparta
- 14.Olympics
- 15.columns
- 16.temple
- 17.mythology

**Bonus Words:**

- constellation
- symposium
- odyssey
- labyrinth
- Mediterranean Sea

<b>Spelling</b>
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### Ancient Greece Spelling Crossword

S	O	N	T	M	S	A	E	S	S	D	T	R	D	A	D	C	A	O	L	L	M	G	O	C
S	A	G	T	E	M	A	R	T	A	A	M	P	P	E	H	A	C	O	L	C	O	Y	Y	R
P	R	R	Y	Y	A	E	S	S	T	L	N	R	A	O	M	C	C	O	T	B	E	Y	L	T
O	H	E	S	Y	G	N	L	H	A	M	A	Y	I	O	O	O	H	E	R	O	C	O	P	H
C	R	I	Y	E	M	M	E	A	L	N	P	N	T	Y	L	H	C	O	R	G	M	R	O	M
H	G	E	L	U	O	N	L	L	C	Y	H	C	H	A	G	E	L	R	E	R	L	R	L	O
E	Y	I	L	O	S	T	M	R	E	C	I	Y	N	O	R	O	O	I	A	H	Y	O	G	P
O	G	O	C	Y	S	M	Y	U	C	A	T	Y	E	T	Y	C	L	R	S	C	R	O	L	P
O	C	E	S	N	I	O	E	S	M	L	G	G	L	T	A	R	O	O	S	I	Y	G	L	E
E	T	S	O	A	H	Y	P	C	O	E	I	C	T	C	A	C	H	T	H	R	C	P	T	A
E	E	H	T	M	A	E	T	H	A	O	B	E	B	T	I	R	R	O	S	T	E	M	N	R
Y	T	Y	A	T	E	O	O	E	Y	S	P	E	Y	I	S	T	C	E	N	I	Y	T	R	A
H	T	R	O	L	M	T	O	S	C	S	T	E	E	S	O	H	Y	A	T	A	R	M	E	G
T	O	S	S	C	R	N	R	A	A	I	I	R	T	H	R	L	O	S	S	P	S	A	I	O
E	I	R	A	Y	L	N	C	Y	L	E	C	I	O	O	I	C	O	L	T	M	M	E	O	T
P	O	T	N	S	C	S	L	N	N	H	R	D	N	N	T	C	E	G	Y	A	O	Y	T	O
E	S	C	L	O	L	O	T	O	P	M	M	O	G	O	O	O	O	O	Y	M	T	L	P	N
P	T	R	E	N	M	A	H	A	E	C	L	R	R	L	S	M	T	T	R	R	P	E	E	E
A	E	H	T	Y	T	P	R	L	M	O	E	A	C	H	O	T	Y	N	U	E	A	I	R	T
H	O	S	O	R	E	G	M	Y	G	E	M	R	O	I	Y	P	H	G	L	P	M	D	C	S
E	C	G	A	L	O	O	H	Y	C	I	P	T	R	A	G	I	A	P	L	E	H	E	A	S
T	Y	P	E	T	O	G	C	E	T	O	S	P	O	Y	E	E	M	P	M	E	R	S	S	G
I	S	T	U	G	Y	S	I	I	S	T	C	P	R	Y	O	E	L	E	I	R	O	O	E	Y
A	N	A	Y	G	Y	L	E	L	O	S	M	G	A	C	T	O	E	A	E	T	P	Y	E	L
T	R	C	T	U	T	S	G	T	H	E	R	O	T	B	R	O	P	T	T	O	T	P	O	O

aristocrat

autograph

biology

City-state

astronomy

chronology

democracy

geometry

philosophy

telephone

Greece

Athens

Sparta

Olympics

columns

temple

mythology

**Spelling****Word Scramble****Unscramble the words below:**

1. Geeerc \_\_\_\_\_

2. ycaroecmd \_\_\_\_\_

3. uaahgport \_\_\_\_\_

4. ilntybrha \_\_\_\_\_

5. mgyolyhto \_\_\_\_\_

6. pSraat \_\_\_\_\_

7. yilopopshh \_\_\_\_\_

8. tayts-eict \_\_\_\_\_

9. tarretoais \_\_\_\_\_

10. myusispmo \_\_\_\_\_

11. cnluosm \_\_\_\_\_

12. ehntAs \_\_\_\_\_

13. yhorlgonoc \_\_\_\_\_

14. aoonrstym \_\_\_\_\_

15. nardteerSaeieanM \_\_\_\_\_

16. cattollesinon \_\_\_\_\_

17. petmel \_\_\_\_\_

18. eenthpleo \_\_\_\_\_

19. eyrgtemo \_\_\_\_\_

20. iybgool \_\_\_\_\_

21. oyedyss \_\_\_\_\_

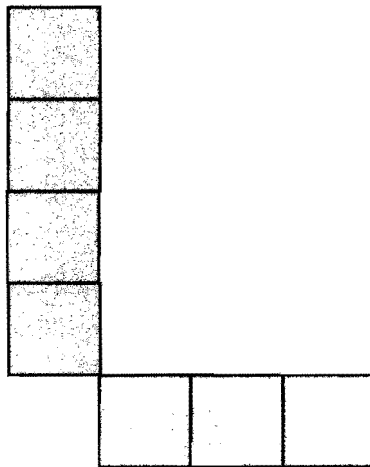
22. cOpysiml \_\_\_\_\_

**What's Your Angle?**

If this right triangle has a leg with a length of 3 tiles and a leg with a length of 4 tiles, how many tiles make up the length of the third side?

Use your tiles to build the squares that fit the sides of the triangle. If the side has a length of 4 tiles, make a square that is 4 tiles by 4 tiles on that side.

Use the tiles from both of the shorter side to create the square that goes on the third side of the triangle.



<b>Philosophy</b>
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**Think about the following question. Write what you think about it in complete sentences. Give examples and support for your answer.**

Many colors make up one rainbow. However, each color is individual and unique. What is more important, the individual color or the whole rainbow?

[illegible]

**Greek Gods**

Write the definition of each word:

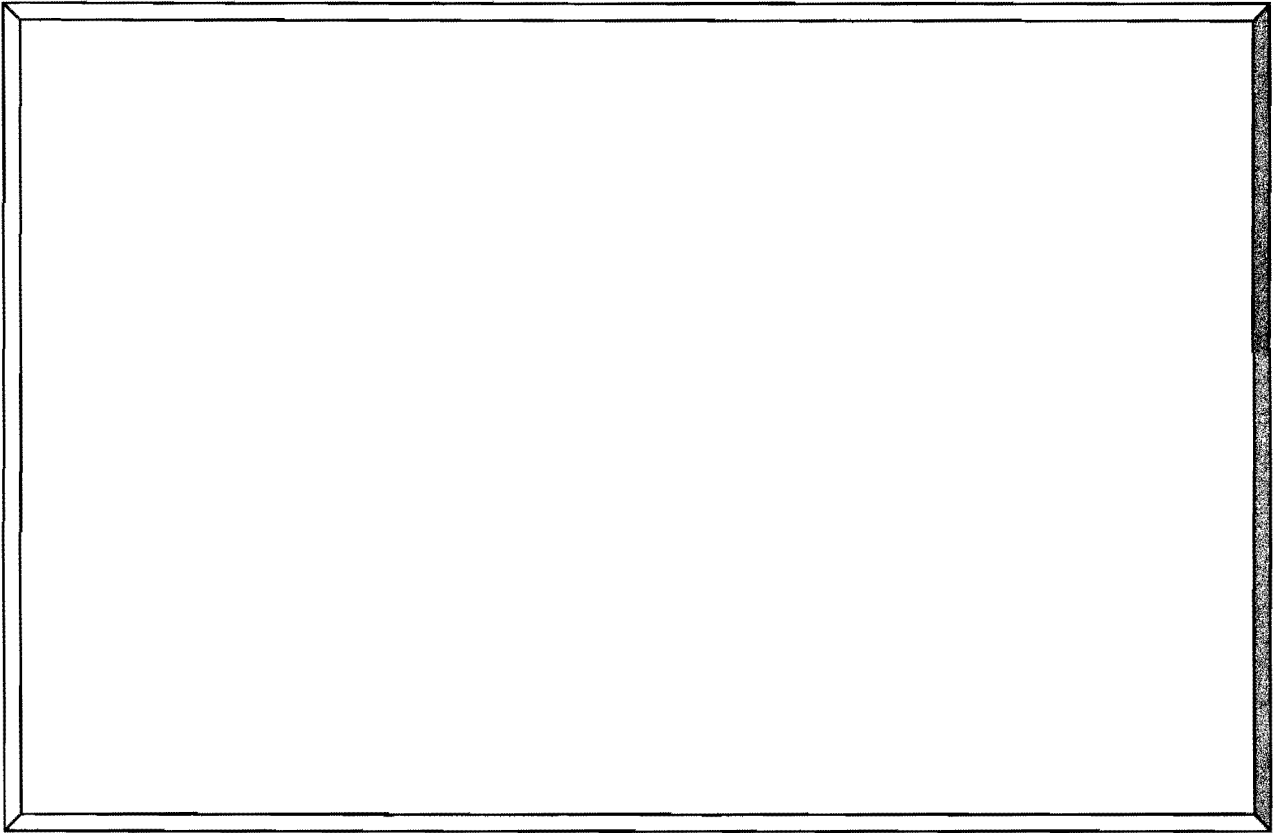
- *myth*
- *mythology*

After listening to your classmates share their trading cards, match the description of the god or goddess to their name.

- |               |  |
|---------------|--|
| A. Zeus       | 1. God of the sea, Zeus's brother                                |
| B. Hera       | 2. Goddess of hunting  |
| C. Hades      | 3. God of fire, made lightning bolts for Zeus                    |
| D. Poseidon   | 4. God of war  |
| E. Hestia     | 5. God of light, most beautiful god                              |
| F. Demeter    | 6. Goddess of love and beauty                                    |
| G. Athena     | 7. God of merchants and thieves                                  |
| H. Apollo     | 8. Queen of gods, goddess of marriage                            |
| I. Artemis    | 9. Goddess of hearth and home                                    |
| J. Hephaestus | 10. King of the Olympians, god of thunder and lightning          |
| K. Aphrodite  | 11. Goddess of harvest, daughter was the queen of the underworld |
| L. Ares       | 12. God of underworld  |
| M. Dionysus   | 13. Goddess of wisdom  |
| N. Hermes     | 14. God of wine  |

## Greek Mythology

Draw your own constellation and write a short description about it below.



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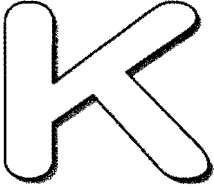

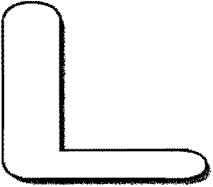
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**The Olympics**

		
What do you know about the Olympics?	What do you want to know about the Olympics?	What did you learn about the Olympics?

## **The Olympics**

### **Ancient Olympic Games**

The ancient Olympic Games began in the year 776 BC and were held every four years until the year 261 AD. These games were not just athletic competition, but more importantly, a religious festival devoted to Zeus. Many Greek city-states would send their best athletes to Olympia to compete in different athletic events. Not only was this a religious and athletic event, it also promoted unity among the Greek city-states. Any Greek speaking man could participate, but only male athletes could compete and watch the games. Women were not allowed to watch because all competitions took place in the nude and barefoot.

The first day of the games was devoted to ceremonies in honor of Zeus. The first day of competition, the second of the games, opened the athletic events with horse racing. There was a chariot race and a horseback race. These took place in the hippodrome. The winners of these competitions were neither the rider nor the horse, but the owners of the winning horses. This was the only way women could be named Olympic champions, if they owned a winning horse, even though they were not allowed to watch the competitions.

All other events took place in the Olympic stadium. The pentathlon competition took place in the afternoon on the second day of the Games. This event consisted of five other events, which included the javelin, discus, long jump, footrace, and wrestling. The third day of the festival started with more religious ceremonies before the boy's events in the afternoon. The boys competed in a footrace, wrestling, and boxing. The fourth day included races for the adults, each race spanning a different distance. Also, the full-body contact events, such as wrestling, were held on this day.

The final day of this festival in honor of Zeus was the day of prizes. Winners of each event were awarded a wreath of olives and allowed to erect statues and monuments of themselves. Some athletes were awarded free meals for the rest of their lives; others were awarded greatly upon returning home to their city-state.

## The Olympics

### Classroom Olympics

We will be holding our own version of the Olympics. Each student will compete in a pentathlon. Here are the events:

- **Discus** – Throw a Frisbee three times at a bulls-eye from 10, 15, and 20 feet away. 5 points for a bulls-eye, 3 points for the middle ring, 1 point for the outer ring, 0 points for a miss.
- **Javelin** – Throw three chopsticks from a line. Farthest distance counts. Measure the distance in feet and inches from the base line to place where the chopstick first hit the ground.
- **Footrace** – Run a footrace as fast as you can for a distance of 210 feet. The fastest in each heat will run in the final race to determine the fastest.
- **Long jump** - Jump as far as you can from a base line. Measure the distance in feet and inches from the baseline to the body part closest to the baseline (heel, hand, or rear end).
- **Wrestling** - Thumb wrestle your partner. A “pin” is when you can hold their thumb down for three seconds. You will thumb wrestle other people until you lose. The last person standing wins.

Work with a partner and measure each other's distances in feet and inches. Remember to be good sports and measure fairly. Use the space below to record your measurements.

#### **Discus:**

Throw 1: \_\_\_\_\_ points

Throw 2: \_\_\_\_\_ points

Throw 3: \_\_\_\_\_ points

#### **Javelin Throw:**

Throw 1: \_\_\_\_\_ feet \_\_\_\_\_ inches

Throw 2: \_\_\_\_\_ feet \_\_\_\_\_ inches

Throw 3: \_\_\_\_\_ feet \_\_\_\_\_ inches

#### **Long Jump:**

\_\_\_\_\_ feet \_\_\_\_\_ inches

## Final Project

Choose one of the following important Greek figures to research.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Aphrodite</li> <li>• Apollo</li> <li>• Aristotle</li> <li>• Athena</li> <li>• Euripides</li> <li>• Hera</li> </ul> | <ul style="list-style-type: none"> <li>• Hippocrates</li> <li>• Homer</li> <li>• The 9 Muses</li> <li>• Plato</li> <li>• Pythagoras</li> <li>• Socrates</li> </ul> |
|---|--|

For our last assignment, you will become this person and give a presentation on yourself! You will make a poster that explains who you are and why you are important to Ancient Greece. If you are a real person, you will need to tell us when you lived and what important things you contributed to Greece. If you are a god, goddess, or other fictional being, you will need to tell us what powers you have or what you are in charge of. You can also give us a short story about you (myth). You should dress up as your character and bring in some props to help us get to know you! You may bring in up to two props to help you explain yourself, in addition to the different clothing Ancient Greeks wear. You should talk for 3 to 5 minutes about yourself and tell us everything we need to know about you!

Use the checklist below to help you plan your presentation. You may use the Internet and any books that we've used to research your important Greek!

### Project Checklist:

#### On your poster:

- \_\_\_\_\_ Your Greek name
- \_\_\_\_\_ Your real name (on back)
- \_\_\_\_\_ Why you are important to Ancient Greece
- \_\_\_\_\_ What kind of powers or skills you have
- \_\_\_\_\_ A picture of the important Greek
- \_\_\_\_\_ Neat writing
- \_\_\_\_\_ Organization & Punctuation

#### For your presentation:

- \_\_\_\_\_ Your Greek name
- \_\_\_\_\_ Costume and Props
- \_\_\_\_\_ Clear and Loud voice
- \_\_\_\_\_ Present all information
- \_\_\_\_\_ 3 – 5 minutes long

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